IU Kelley School of Business Indianapolis (KSBI) 2005 - 2006

PRAC Report on Undergraduate and Graduate Assessment Activities

This has been another fascinating year of activity and progress in our assessment efforts at Kelley. Led largely by the KSBI Assessment Task Force (ATF), there was significant activity in the undergraduate and graduate program management areas, perceived improvement in faculty appreciation and support of assessment initiatives, and in specific initiatives designed to prepare Kelley for its 2007 AACSB accreditation review.

Here is a summary of our year's efforts:

1. <u>Senior Exit Survey</u> – For our 3rd Survey in 2006, we enjoyed a larger population for our December, spring and summer senior cohorts, 419 students, versus the 206 from our 2005 Survey. However the response rate was smaller: 53.4% in 2005 vs. 47.5% in 2006. Since the '06 response has yet to be analyzed, we'll briefly compare our summary responses from 2004 & 2005.

Observations:
* Lots of continuity of responses between the '04 and '05 Survey on student attitudes
* Fewer differences between responses from various student groups, i.e. gender, ethnicity, age, etc.
* There were several complaints (either within or outside of the Survey) that the tool was too long, and may have hindered some from starting or continuing it.
* There appeared to be an improved overall sense of faculty appreciation of the '05 Survey data

Assessment Findings Use:

* Both the statistics and selected comments were shared with academic and administrative program directors so that indicated changes could be discussed and implemented.
* The number of questions was reduced from 51 to 42 for the 2006 Survey.
* The questions related to the Kelley advisors was separated from those referring to the University College advisors for the 2006 Survey.
* Some results were used to help justify curriculum changes recommended by the Undergraduate Policy Committee (UPC) and approved by the faculty.

2. <u>Program Directors Involved in Assessment</u> – Both the undergraduate and graduate program directors became more actively involved in designing appropriate assessment tools for their areas. They were charged with establishing a model and process for assessing their program's effectiveness in directly measuring the learning of their respective students. Many quickly agreed on an exit survey as well. Final plans for all entities are expected by the end of the summer.

Observations:
* Due to coincidental timing, the assessment planning effort quickly evolved into "program accreditation" efforts due to notification that the AACSB January or February 2007 visit to both Kelley campuses, Indianapolis and Bloomington was planned.
* KSBI directors were encouraged to provide 4 – 10 measurable goals and develop a methodology for gathering their assessment of the attainment of learning outcomes. The initial focus is to be on "core" classes.
* The UPC took a major step forward for the school's documentation and direction of student learning improvements.

Under the direction of the school's Assessment Task Force, the UPC created a template for:

- Clearly establishing course learning outcomes
- Associating those outcomes to specific Principles of Business Learning
- Stating the methodology by which those outcomes will be measured, including minimum completion percentages constituting meeting the stated goal.
- Gathering and reporting this data to the school's associate dean

Assessment Findings Use: None yet

3. <u>K201 – The Computer In Business "Waiver Exam" Pilot</u> - Over the years there have been several students who felt strongly that they knew enough of a pre-requisite and other Kelley class that they need not be required to enroll in them. Kelley had no formal "test out" vehicle or tool for any class until this pilot.

Observations:
* The K201 course coordinator designed a comprehensive, automated skill-based test that most graduates of the course would pass.
* After a proper validation of this test via two summer 2005 classes, it was made available to any interested students.

Assessment Findings Use:
* Only one of the nine eligible students who took this test passed it.
* The availability of this test for future students has been communicated to all K201 instructors and the KSBI undergraduate advisors.
* A summary of this test out tool was sent to a PRAC representative for inclusion into the Assessment Template Project.
* This test-out idea will now be used for other courses.

4. <u>Writing Skills Project Initiative</u> – Based on discussions at a local assessment conference and separate conversations with Kelley faculty, a need to hone the writing skills of our seniors surfaced. This project will gather and analyze the learning outcomes of writing instructors of freshmen and sophomore students versus the writing skills expectations of courses where seniors are enrolled.

Observations:
* An assessment tool will be established whereby the skills and proficiency attained by students completing X100 and X204, etc. will be measured.
* A tool will be established whereby the individual student skills needed for successful completion of senior-level writing assignments will be measured.
* A "gap analysis" will be performed to clarify these skill expectation differences and how best to close that gap.

Assessment Findings Use: None yet

Kelley Indianapolis looks forward to the development of these projects and other projects and the student-centered insight the data will bring.